DOCUMENT RESUME

ED 257 812 SP 026 147

AUTHOR Champagne, David W.; David, Robert J.
TITLE One Supervisory Relationship.
PUB DATE [84]
NOTE 38p.; Some pages have broken print.
PUB TYPE Reports - Descriptive (141) -- Viewpoints (120)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Elementary Education; *Elementary School Teachers; *Feedback; *Interpersonal Relationship; *Observation; Positive Reinforcement; Self Concept; *Self Evaluation (Individuals)

ABSTRACT

A report is presented of the changes and developments in the relationship between an experienced elementary school teacher and the university supervisor assigned to observe and critique his classroom performance over a period of 15 weeks. Each kept a weekly journal of private thoughts and reactions during the course of the supervision. These journal entries are presented in parallel lists revealing each individual's personal progression in interpreting and reflecting upon the events of the same session. A narrative summation describes in detail the development, outcomes, and possible implications for a teacher and supervisor of an intense, continuing supervisory relationship. An analysis is presented of what changes in perceptions, feelings and beliefs of the teacher and the supervisor about teaching and supervision occurred. Behaviors of the supervisor and teacher which were perceived by each to be helpful in producing satisfactory results are identified. Some implications are discussed about the possibilities, objectives, and limitations of this sort of supervision in improving teaching. (JD)

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One Supervisory Relationship

by

David W. Champagne (supervisor)

and

Robert J. David (supervisee)

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This is our report of an extended professional supervisory relationship we shared. What we are describing is the growth and development of an intensive professional friendship -- almost a love affair[1] - whose only purpose was the improvement of Bob's teaching. Like that of a coach and an athlete with which it has many parallels, this supervisory relationship terminated abruptly when the season was over, and the final performance was given. The activities, sentiments and interactions which the two participants in the relationship built into a very private and important set of norms (Homans, 1950) were equally abruptly terminated with only the sentiments of caring and respect lingering in our memories. And, as Homans suggests, the sentiments of liking, the interactions and the activities exceeded those required to accomplish the task. This report is worth reading because these dimensions of the supervisory relationship have almost never been described in detail nor examined for their effects. We believe there are fundamental questions about supervision raised by this presentation. We discuss these after describing the growth development and dimensions of this relationship as we understand it.

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1. Entirely platonic we hasten to add.

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This supervisory relationship began in January of 1984 and terminated after twelve sessions in April 1984. Our almost weekly visits usually lasted two hours each -- one hour of observation by David of Bob's class, and one hour of conferencing and planning based on the observation. Bob was in his 14th year of teaching, almost all in this district and almost all at the sixth grade in his gracefully aging suburban neighborhood elementary school. The supervisor, David is an associate professor of Curriculum and Supervision in the nearby urban university where Bob is also a doctoral student. The supervisor always observed Bob and his teaching from the back of the room while sitting at Bob's desk watching Bob and the 36 students work at learning. Some of the students were as close as five feet away from David. Others were 20 - 25 feet distant. In every time but one, the content of the teaching was reading or language arts. The single exception to this pattern was one observation in the downstairs gym where the kids carried on a game while Bob and David discussed the kids behaviors and Bob's teaching.

Objectives for this study:

1. To describe in detail the development, outcomes and possible implications for a teacher and supervisor of an intense, continuing supervisory relationship.
2. To analyze if changes in perceptions, feelings and beliefs of the teacher and supervisor about teaching and supervision occurred.
3. To identify the behaviors of the supervisor and teacher which were perceived by each to be helpful in producing the results observed.

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4. To draw some implications about the possibilities, objectives and limitations of this sort of supervision in improving teaching.

Perspectives and Resulting Methodology

There exist very few case studies of a supervisory relationship from its initiation to its termination. Psychology, psychotherapy and psychoanalysis have benefited greatly from the intense analysis of detailed case studies of single relationships. Instructional supervision has seldom recorded analyzed or presented these data at all. We thus have lacked any primary data on what supervisors do, or how teachers have reacted to this kind of probing at their classroom performance. The analogs of this kind of interaction to that of a therapeutic relationship are obvious, but what are the differences and the limits of professional supervision of teaching where the two professionals involved are relatively autonomous, have few bureaucratic relationships, and voluntarily enter into a relationship whose express purpose is to improve the practice of one of the professionals?

The general theoretical perspective of this supervision is a modified and continuing cycle of supervision based on the Cogan (1973) model as used by Champagne (Champagne and Hogan 1982). In this case, the major parts of the cycle were the observation, post-observation conference and planning for the teaching and the next observation. Generally the conference dialogues between the supervisor and the teacher were based on the Champagne-Morgan Conference Model (Champagne and Hogan, 1982). In this model, data from the supervisors observation of the teaching are shared with the teacher, and together they decide their

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meaning. Plans are subsequently made for changes or reemphasis in the teaching based on the meaning developed together by the two professionals. Data recorded in the observation are the actual events of the classroom with as few interpretations made by the supervisor as possible. The usual form of the data recorded in this series of observations was verbatim recording of verbal interactions, simple charting of interactions or copies of material written on the board. Occasionally student products or texts were data. The data techniques used were selected by the supervisor based on his judgment.

There were three data collection techniques used to collect information about this supervisory relationship:

1. In the week after each visit and interaction of the supervisor and teacher, both wrote a journal to record the perceptions, reactions, feelings and events related to the interaction both felt were important. There was no attempt by either participant to discuss share or structure the other's journal during the time of the supervision. We knew we would both eventually read the other's written record. The supervisor wrote 11 journal entries, the teacher wrote 9. During one week of the supervision, the teacher was taking doctoral preliminary exams and did not have time to write anything else. During another week the teacher did not record his thoughts because the observation took place in the gym and not in the classroom.

2. Seven of the post-observation conferences were recorded listened to and analyzed. Two other conferences did not have the record button pushed down. The first conference the teacher had not been asked for advance permission to tape. The tape was shut off. The supervisor forgot the tape recorder on one instance.

3. After the last class visit in the series, a combination post-

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observation conference and final interview were conducted. This final interview gathered the teacher's perceptions of the total supervision sequence. This final interview was transcribed and analyzed.

These three data sources produced an enormous mass of data. They were reduced to a manageable form by several content analyses.

The journal materials were read repeatedly. All the themes in the following categories were extracted: particulars about the supervisory relationship, sentiments about supervision or teaching, teaching themes or issues, plans for changes in the teaching and self insights about teaching or teachers. These themes emerged from the data, and were not preselected. These themes were then listed in order by supervisory session. The supervisors journal statements were placed in one column, the teachers in another to facilitate comparisons.

The audio-tapes of the conferences were listened to. Every time a new theme was identified, it was recorded and categorized both by session, and by source. Finally each of these themes was labelled as teacher or supervisor initiated. The supervisor's initiations were further divided into: questions, suggestions or his talk about self. The teacher's initiations were divided into: self-evaluation, values about teaching, and sentiments about supervision.

The transcription of the final interview tape was analyzed to determine which issues in the supervision were important to the teacher and for his perceptions of the relationship as he reflected over the 15 weeks.

The thematic lists from the journal material and the analysis of themes from the recordings of the conferences are presented in the body of this research report. The longer transcription of the final interview is in the appendix of the paper.

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Data

1. Themes and Reflections in Journal Material

The following lists represent the themes we identified in the weekly journals we separately wrote after each supervisory interaction we had. The supervisor's themes and reflections are in the left hand column, those of the teacher are in the right hand column.

Visit I: 18 January 1984

Supervisor (David)	Teacher (Bob)
How does Bob see himself as a teacher (role, objectives, responsibilities, himself as a competent teacher, his role as authority figure?	I didn't think Dave would show up out here.
What are questioning patterns Bob uses and how do these relate to his view of himself as a conscious instrument as teacher? That seems important to me.	I am ambivalent about supervision unsure of any real outcomes, and anxious that Dave will negatively judge me and the system.
What is the degree of congruence between Bob's intents, methods and outcomes?	I have mixed reactions to the first session -- my own anxiety, but I tried to keep the classroom the same.
My behavior was intense, direct and questioning. I was critical either direct or implied through my questions.	What were Dave's real reactions to me, to the lesson?
My intent, different from my behavior, was to reawaken, not to criticize.	My planning was poor.
I also got some intuitions which I didn't raise here, that Bob hadn't resolved some issues about his relationship with authority figures.	I am bored with teaching.
	I am relieved that Dave could see my desire for kids to learn.
	I have some basic trust in Dave's honesty.
	Dave questioned me about how the class works, it's rules and procedures.
	Dave wants to know what degree of responsibility I feel for knowing the specific curricula I use, e.g Fountain Valley.
	I have a good feeling that someone else "whom I respect"

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cares about me and my teaching.

Visit 2 25 January 1984

My own anxiety about my competence, whether I could be accepted and useful, and how we would get along was down. I was less pushy and more relaxed.

I see that the students are learning for love -- to receive Bob's love and acceptance. Bob doesn't like that image, but I see it.

Will Bob embark on a journey of self-improvement or will he become satisfied with what he is doing? Can Bob continually challenge himself to improve. No one else cares or seems to, and they already think he is just fine. He gets all the "problem" kids cause he can handle them.

I was looking forward to Dave's visit. The class accepts him, I trust him, yet he is non-judgmental.

I checked out the Fountain Valley Curriculum before he came back today.

I perceive that Dave is trying to be non-judgmental.

The discussion today was not about my teaching in class, but about me as teacher. This makes me uncomfortable.

I want some specific directions and suggestions, but Dave doesn't give them. His suggestions are hidden.

Non-visit - February, 1984

Bob called me to cancel our regular time. He was required to go to a district inservice session in which he was not interested, and had no respect for those doing it. I wasn't able to reschedule that week.

Dave didn't make it this week with my change in schedule.

I feel slighted because he didn't show up: it was important for him to see the class again.

The kids feel good about him.

I must be important if a professional will spend time with me.

Perhaps the non-judgmental nature of our interactions will allow me to make progress.

Visit 3 8 February,1984

My perceptions of the reasons why kids work in this room differ from Bob's. He thinks it is because of the clarity of his expectations. I see their comfort in a relaxed

It was bad weather, but Dave got here anyway.

I wanted feedback on my teaching even if it was bad. I wanted Dave there. I feel secure and liked.

place to be with little overt pressure to achieve. They very much want his approval and work to get it.

I also see Bob in league with the kids against their administrators-- they both share negative vibes about all them.

My being in the class makes Bob feel valued as a person and gives worth to him as teacher.

Even my causing Bob some anxiety by raising tough issues is better from his perspective than being ignored.

I care about Bob and about good teaching which he represents.

Kids in this class work to gain approval. He doesn't believe that is good for them. He is accepting of my data on this issue -- reluctantly. He says he wants them to be autonomous. I feel he keeps them dependent as a source of reward for him.

Bob's objectives, criteria for success and mastery levels are hidden. He does little or no teaching of self-evaluation.

Class was a "shambles". Principal parents, other supervisory pressures -- go faster in the curriculum, the drug and alcohol program which takes time from my reading program.

I feel badly that I do not look good when Dave is here.

Dave is moving cautiously to protect me.

We discussed my desire for autonomous students. Dave's opinion was that the students learn because they care about me. I don't want that; they should learn because it is fun for them.

Dave has a plan for me. Will he reveal it in "bite sized chunks or global panoramas?"

Dave presents data. He has it. I knew he could and would. I don't trust many people. He can do what he says.

We talked about me again. That is usually off limits to others. It is O.K. here though. Trust.

Rules, clarity and autonomy. Intraversion and its problems. I don't tell others what and why they are to do. I realized how right he is. I must inform the class of means and procedures to meet their needs. I will work on this.

Then positively reinforce behavior when it occurs. Let each kid know specifically what is being reinforced and why that is good for them. Build their learning and self-esteem.

Visit 4 15 February 1984

Our talk with each other was much more relaxed, easy and

No journal written by Bob this week. He is too busy with many

open.

Bob spent 10-15 minutes showing me the valentines his kids had given him the day before. He was very proud of them. There was much love in them.

Bob did one of his "rare" large group lessons in class. (I think he wanted me to see it.) He used a direct teaching model we had discussed.

Bob had the kids answering self-evaluation questions about their skill level. This was the first time I had seen this. We had discussed this issue in a previous conference.

Bob was also trying to give verbal reasons and criteria for mastery to the kids in class. My hunch is that he is doing this for me and not yet because he sees the value. He is having difficulty stating the reasons why and using "because" in his explanations.

My conferences are more data oriented now with implications and planning for implementation tacked on.

I have to model getting Bob to self-evaluate his teaching if he is to use it with his students.

Visit 5 22 February ,1984

Bob is still recovering from his doctoral preliminary exams yesterday. His class planning and energy are low.

He is working on reasons -- because -- partly successfully. I am consistently trying to connect "because" with objectives and feedback Why as well as what. That other obligations.

My room is dirty. The janitor doesn't clean it. No one cares. They pressure me with this crap when I'm trying very had to do my graduate work in addition to my teaching. Can't they let up when I need space.

I presented a phonics lesson today. Dave was critical of the lesson. He believes kids do not

connection seems hard for Bob.

Bob is an intravert. He carries on internal instead of external dialogues. Bob assumes that his kids know the reasons for their activities. He assumes they can hear what he is thinking.

Perhaps the two of us need to plan actual lessons or situations with these patterns of reinforcement so he can practice them.

know why they are learning and are thus dependent on me. They can't be autonomous if only I know where the lesson is going. I'll check this out with the kids.

Dave asks the right questions.

Dave senses my moods and responds to them.

I connect the lack of goal information to my intraversion. I don't reveal enough of my thinking, and therefore my teaching lacks the clarity that allows autonomy. Dave is right.

Visit 6 29 February, 1984

Bob had to begin today by venting his frustration with this administration and his colleagues lack of shared values and his perceptions of their non-professional behavior. They are inconsistent and make his work more difficult. I listened for a few minutes until he had dumped this stuff out, then we could begin to talk about teaching.

What are the rules, the expectations and criteria you want? How do the kids know these and their success in reaching them?

Bob is back at weight lifting and loosing weight and getting into shape and feeling more competent because of my helping him refocus, he says.

I'm feeling relaxed.

Rules, clarity, autonomy -- we focused on this.

My prior training has been spotty I did not deserve the awards I got. I was rewarded by people who didn't know what teaching really was.

"I want kids to learn for fun and challenge and relevance not because they want my approval. My intraversion has kept me from explaining the why and what of what they are doing. I believe that if I can make the reasons clear, then they can become autonomous."

I would have been better earlier with this kind of supervision even though the self examination is extremely uncomfortable.

I need to reinforce behavior consistent with the rules.

Visit 7 7 March, 1984

I very much enjoy working with Bob and being in his classroom

I feel uncomfortable in this relationship at times but, I'm not

Bob was angry at students being sent back to class late. He lost his temper at them.

Bob is working at and aware of giving reasons and criteria. He is trying hard to do so. I reviewed the reasons for doing this.

Today for the first time I raised the issue of Bob's question strategies. Guess what I am thinking? Nope, you are wrong.

sure why.

My confidence is lower. I feel some lack of confidence in what I am becoming.

Others here don't share my view that teaching is an important activity. I am constantly interrupted.

My questioning is not focused. "Guess what I am thinking." At what level are my questions?" How can I focus them? Are my questions related to my stated goals?

Visit 8 14 March, 1984

There are visible changes in Bob's teaching: focused assignments, clearer expectations different bases for discipline.

We pushed further to planning more ways to do those things.

I am still pushing self-evaluation and how Bob can get students to do it.

I enjoy getting to and being in Bob's class. Bob expresses appreciation and acceptance of me.

Bob is beginning more and more to focus on his teaching and not on his administrators.

Today Bob was working at higher level objectives and succeeding.

Bob's questioning patterns emerged again, but were not the focus of the conference.

I need to avoid the principal's office since some members of the administration upset me with ridiculous issues that distract me from my teaching.

I am not always sure of the intent of the post conference until it is underway.

Dave appears to want me to develop my ability to teach an awareness to students of what is being taught and why it is being taught. I have found the students seem to enjoy and understand when I explain.

Supervision is not knowledge by the supervisor, but the ability of the supervisor to have the teacher evaluate his own work and make positive changes within his lessons.

As a teacher I need to make this diagnosis of skills and plan specific followup for the students to help them to mastery. I need to identify the levels of of mastery needed and how they will be developed.

I used class data to + reinforce Bob for his progress in things at which he was trying to become better.

We did this by analyzing specific skills within reading -- as a result, I will pay more attention to the skills.

Autonomous students are difficult to develop.

Visit 9 21 March, 1984

I raised the issue of the end of my visits approaching. I was invited to continue to come after the term was finished.

I worry about the eventually insatiable nature of supervision. It is by its nature looking for continued improvements.

Bob's questioning patterns were our major focus in today's session. I was trying to relate lesson objectives to focused teacher questions to clear student answers expected to the teacher's rate of speed and to the need to plan questions in advance.

I really don't want Bob to be totally autonomous, because I want Bob to consider the issues I have come to feel are important in his teaching.

I have learned much about supervision.

I have never been supervised before.

I also get a change to vent my frustrations.

My reading classes are becoming less dependent on me. Their previous lack of progress was due to my failure to focus.

In questioning techniques I should use the Taba strategy and reach toward the terminal goals.

Dave is demonstrating his ability to collect data to support his issues.

I will try to get Dave to come back after the term is over so I can get more from supervision.

I am still ambivalent, enjoyment, apprehension, learning are all part of supervision.

Apprehension because I was not as prepared nor as competent as I tell everyone.

I've been studying Dave as much as learning about my teaching.

Supervision is positive caring, nuturing giving of self.

Much time is demanded for this work.

We must cooperate in our goals for this time to be valuable.

Visit 10 3 April,1984

Today I watched Bob's class in the gym. Bob and I talked while the kids played.

The kids managed their own activities while following the rules and being self-responsible. Bob is happy because they are demonstrating social growth in self-responsibility. His attitude about them have changed. They are behaving because its right. Kids have bought his values. He is proud to show them off.

No journal from Bob related to this visit.

Visit 11 11 April,1984

I suggest that Bob's basis for discipline is, that you will displease me. Then he uses sarcasm.

I am trying to shift him from this basis to the fact that if they misbehave they are bothering others.

Individuals are disciplined as examples after misbehavior occurs.

What is the teacher's role in teaching -- who is Bob as a teacher? What is he trying to get them to become and who's needs is he meeting?

I will miss Dave when he stops

I am avoiding the front office.

The kids are comfortable with Dave.

Dave feels I need to anticipate trouble in class. Be more aware of it and head it off before it happens -- don't use sarcasm.

I need to establish expectations and hold kids to them before they misbehave and have to be reprimanded.

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2. Themes Identified in Audio Taped Conferences

Code:

✱ = Supervisors questions raise issue

✓ = Supervisor suggests conclusions or directions

◘ = Supervisor talks about self

○ = Teacher reports value about teaching

▨ = Teacher's evaluation of self

◑ = Teacher's sentiments and values about supervision.

	Content Themes	Audio-Taped Sessions I	II	III	IV	V	VI	VII
✱	Teacher's Organization	X			X			
✱	Teacher's Beliefs/Values	X			X			X
○	Student Autonomy	X	X	X	X		X	
◑	Teacher's Prof.Training	X	X	X				
●	Teacher's Self-Evaluation		X	X		X		
✱	Teacher's Cnt. Objectives		X				X	
✱	Teacher Consistency		X		X			
✱	Teacher's Rules +R,and Discipline		X		X		X	
✓	Sup'r. Suggests Love as Reason for Motivation		X	X				X
✓	Sup'r. Suggests Group as basis for discipline		X			X		

	Content Themes	Audio-Taped Sessions I	II	III	IV	V	VI	VII
□	Sup'r. tells personal incident of effective teaching		X					
○	Teacher Reports Tryout of New Behavior			X		X	X	X
✓	Sup'r. Introduces Direct Instr.Model			X	X		X	
✓	Sup'r. Suggests Inc. Stud.Time on Task			X				
✓	Sup'r. Suggests Lack of Clarity of Teachers Expectations			X	X		X	X
✓	Sup'r. Suggests Relationships of Instr.			X	X			
✓	Sup'r. Suggests Tchng. is A Conscious Act			X	X		X	
*	Sup'r. Questions Students Knowledge of Tchr's Expectations				X	X		
*	Sup'r. Raises Issue of Clarity of Teacher's Questioning Patterns					X	X	X
✓	Sup'r. Raises Issue of the Need for Teacher +R of self as a Professional					X	X	
●	Teacher Identifies Need to Free Self from Others Distractions						X	X
◑	Teacher Reports Feelings of Enjoyment of Supervision							X

3. Final Interview -- See transcript in Appendix

Part I -- Last Observation

Part II -- Reflections and Learning

Results of Analysis -- The Relationship

Though Bob had been a student in Dave's class, neither knew the other as persons separate from the persona of teacher/student. The role of supervisor/teacher seemed to both members of this relationship to be new, slightly threatening and anxiety producing. It required revealing an important part of ourselves each to the other. As teacher, there is no place to hide when you are being observed in your own setting where you have created the rules and where if you try to edit yourself or change what you are, the kids will immediately give you away with a look or a question. Your whole professional you is naked to be perceived. Will you be judged O.K.? And, you do want to appear competent. Is this person who has so much power competent to judge you?

And, you've spent a term or two in front of the room lecturing, telling stories, saying how a supervisor should behave. Can you produce, are you competent? Will the supervisee accept the real you which will always be less than the idealized you which you portray as teacher? Will you be able to see patterns which have meaning to this teacher? Will he dismiss you as he has the rest of his supervisors in the past? This element of anxiety, fear of being judged, worry about competence and wondering whether the other will like and trust you is mentioned by both participants in their journals. Dave says in the second journal, "My own anxiety about my competence, whether I could be accepted and useful and how we would get along was down. I was less pushy and more relaxed." Bob begins his first journal with the statement," I didn't think Dave would show up out here. I am ambivalent about supervision, unsure about any real outcomes, and anxious that Dave will negatively judge me and the

system." The analogy to the first dates in an affair seem strong. Both members of this relationship are worried about the other's perceptions and judgments. Will they be accepted and will this relationship be meaningful?

Yet along with this anxiety mixed with hope for positive judgments during the first two sessions, eleven major themes are raised about the teaching. Most of these are in the form of supervisor's questions. He wants to know about how things work in this classroom. Generally he presents some data about something he has observed and asks what the teacher was doing, or why the teacher responded as he did, or what theory the teacher used to make a particular decision?

Bob reports that in spite of his anxiety he is trying to keep his classroom and teaching as usual. Since Dave makes few overt judgments, Bob is wondering what his real judgments were. At the end of the first session Bob reports that he feels good because, " someone whom I respect cares about me and my teaching." Even with all these critical questions, just this much time spent talking about Bob's teaching begins to make him feel valued.

By the beginning of the second session Bob reports that he was, "looking forward to Dave's visit. The class accepts him and I trust him even though he is non-judgmental." It is very important to Bob and a continuing source of amazement to him that the class quickly accepts, and seems to enjoy, the supervisory presence of Dave. Maybe they feel important also or Bob seems happier as a teacher with Dave here. Bob also reports that he has checked out the teacher's guide of the reading curriculum to be sure he can answer some questions he felt inadequate about the previous week.

Dave makes his first overt judgment here in stating, with only a

little data, that the kids seem to be chiefly motivated by seeking Bob's approval. He calls this, learning for love. Bob is not comfortable with this discussion. He feels it is about him and not about his teaching. His own motivations he feels are somewhat off limits. He doesn't usually let people get this close. (Only his wife and maybe his kids.) Yet he reports that he feels Dave is trying to be non-judgmental and won't give him specific suggestions and directions. Yet he hopes the non-judgmental nature will allow him to make progress.

Dave is wondering if Bob will be willing to put the energy required to make a long journey toward self-improvement. Can he come to see himself as always on a journey and having only begun to master teaching?

During the third week a schedule change by Bob's district requiring him to go to an inservice meeting organized and run by supervisory personnel in the district, whom he has low respect for, cause the supervisory date to be cancelled. Bob reports feeling slighted and neglected. But still feeling good because the time is apparently important to Dave as well as to him. Dave drives through really bad weather to make the third visit on time. This convinces Bob that this supervision is important to Dave, and perhaps he, Bob, is O.K.

While the relationship is still tentative, neither side is sure yet that it will work, both are looking forward to more contacts. Neither has been "hurt" so far and the prospect of further dates seems promising.

Bob judges his class during this third visit to be a "shambles". He doesn't like to look bad when Dave is present. He feels, however, that Dave will protect him by moving cautiously.

Dave sees Bob and the kids in league against all outside demons who are besetting each of them -- administrators, parents, community upsets,

other supervisors, drug and alcohol program being dropped into their reading and other teachers yelling at us. There is also some suspicion and jealousy from the front office that Bob is getting all this attention. People drop in at odd times for no apparent reasons. They interrupt conferences for silly reasons. This supervisor, Dave, doesn't seem interested in those other power figures, only in Bob. "What are they saying, is it about us?", is the impression that Bob and Dave share about all these interruptions.

Bob now sees the supervisor as a trustworthy ally who is as interested in Bob's teaching as he is. And this trust is in spite of the raising of six new issues to consider about Bob's teaching in addition to the reraising of four of the issues raised in the first visit. Bob believes they share many of the same values about teaching and is willing to study his own teaching with a high commitment of energy. In some ways this trust is based on Dave's openness of his values about teaching, but equally it seems to be based on Bob's assessment that Dave can and does provide data to support each issue he raises. And, many of the issues Dave raises about Bob's teaching make Bob question the core of his assumptions about his motivations, his effectiveness as a teacher and the clarity and consistency of his efforts. Yet, Dave is constantly reporting his comfort in the basic environment and directions of the class. He apparently communicates this belief in Bob's basic values and directions to Bob because their working together is increasingly important to both of them. Dave shares his travel time to bare minimums and ignores snowy streets in scheduling. Bob is secretly putting much more effort and analysis into his teaching. He now has an audience who knows, understands, cares and supports his teaching. And, teaching is so lonely a job.

The content of the supervision through the middle sessions of the relationship mostly revolves around how clear consistent and congruent are Bob's objectives, procedures, activities, rules, evaluation procedures, questioning patterns, and reinforcements of students. these are basic everyday issues in the teaching. They are also the ways that Bob translates who he is as a teacher into students' learning. Every thing Bob does is being held up to question. He is told by Dave that his intraversion is the basic problem which keeps him from sharing his criteria, his reasons, and his behavior created dependent students rather than the autonomous ones he says he values. Yet, Bob is intriqued and relatively comfortable with this analysis. He reports," we talked about me again. That is usually off limits to others. It is O.K. here though." "I realized how right he is . . . . . I will work on this. Then I must positively reinforce the behavior when it occurs."

During the observations at this time, Dave notices that Bob is trying out many of the patterns of questions and procedures discussed during the conferences. When Dave asks Bob about these trials Bob reports his pleasure at his efforts being noticed, and he also reports how many times he has tried the behaviors during the classes when Dave is not there. He also reports the difficulty in rethinking his teaching in this way, but he gives data from his kids behavior which show their responding in positive ways to the changes he is making.

Dave believes that Bob is trying these new behaviors partly for his approval, but Bob's reporting his awareness of the results makes him feel that the behaviors may become self-reinforcing.

During the fifth visit, Bob risks venting his frustraton and displeasure at the janitors, and the administrator. He knows he has an

accepting discreet audience, and he also is seeing how Dave will handle this noise and then come back to the teaching, the reason why they are working together. Bob reports, "Dave asks the right questions, senses my moods and responds to them. " Then he immediately returns in his journal to the consideration of the teaching issues we began to discuss after the venting was finished.

One new note is sounded in Bob's journal for the first time, " I'll check this out with the kids". He is willing now to consider Dave's criticisms as tentative and valid only if the kids feedback on the same issue confirms them. This is a watershed in the relationship, no longer is Dave's data or Bob's own belief the only criterion to be considered. Now we have a source of data outside either of us with which we can check our hypotheses.

Bob is also now evaluating his prior training as a teacher as spotty and feels, "I didn't deserve the awards I got (for good teaching). I was rewarded by people who didn't know what teaching was." Bob is redefining and clarifying his commitments as a teacher. He is raising his sights and expecting more of himself. Bob also wishes he had this kind of supervision earlier in his career.

The supervision during these visits is introducing very few entirely new issues. It is mostly broadening and making connections among issues we had raised earlier. Bob is now beginning to consciously avoid the distractions which take his focus away from his teaching. Bob also reports to Dave that he is moving back to his weight lifting and dieting to get back into shape. Dave is also a weight lifter and is perfectly willing to receive advice on his own lifting program. Dave also knows that in any relationship of worth, there must be giving and receiving in both directions. If one person in the relationship is always giving and

the other always receiving, then resentment and rejection are common results from the receiving person. The relationship causes that person to feel less competent. So, Bob's helping Dave improve his body building program is reciprocal giving which allows the relationship to continue to be productive for Bob's teaching even though it takes some time from the focus on Bob (Homans, 1950). Bob also says he sees his physical image making as an expression of his general feeling of increasing competence.

During visit 7 and 8 Dave raised the specific issue of Bob's questioning pattern in detail. The data show some patterns here which Bob really doesn't like. Bob accepts these data without any apparent defensiveness. He immediately moves to thinking and planning specific ways to change these patterns. He recognizes the key nature of these patterns in facilitating or inhibiting his stated objectives of autonomy in his students' learning. Bob is making visible changes in his teaching on all fronts we have discussed. He is increasing his consciousness of the effects of his behavior on the results we both observe with the students. He is optomistic about his ability to get the results he wants. He is also consciously avoiding the dreaded office downstairs because it distracts his focus from what is now important to him. The supervision and teaching are his central energy and are rewarding to him as they have not been for a long while. Bob's conception of teaching has enlarged and clarified around his basic value of kids growth. Bob states, "As a teacher, I need to make this diagnosis of skills and plan specific followup for the students to help them to mastery. I need to identify the levels of mastery needed and how they will be developed. Autonomous students are difficult to develop."

Dave is using classroom data to positively reinforce Bob for his

progress in things at which he is trying to get better. At the same time Bob is celebrating his own progress, he is also studying how Dave works as a supervisor. Bob's enlarged definition now is, "Supervision is not knowledge by the supervisor, but the ability of the supervisor to have the teacher evaluate his own work and make positive change within the lesson."

The beginning of the end of our relationship is starting to heighten our reflectiveness about what we are doing within the relationship and its importance to us. Now we begin to plan how Bob will carry on his own improvements after the caring tuned-in supervisor is no longer present to share the triumphs and sorrows with. Bob invites Dave to continue to come back, even when both know Dave will likely get distracted by other obligations. Dave begins to worry about the insatiable nature of the supervisor's task. He must always try to stimulate, then move on to establish other relationships with new supervisees. The parallel of a teacher starting anew with students each year strikes Dave. Bob recalls again in his journals how the enjoyment of the relationship is always balanced by apprehension, but that learning is always present. The enjoyment is being cared about and being understood. The apprehension is the awareness of learning about the weaknesses of previous preparation and practice of my teaching -- and Dave knows all these things about me.

Dave's final journal entry summarizes the themes of teaching as he sees it. He is beginning to reassess his views as a result of the experiences with Bob. " What is the teacher's role in teaching -- who is Bob as a teacher? What is he trying to do as a teacher? Why are children given to Bob's care? What is he trying to get them to become? Who's needs is Bob meeting?"

And Bob's final entry is, "I will miss Dave when he stops coming."

One question Dave could have asked himself, but didn't, was, "Whose needs is he meeting in this relationship?" He will also miss these visits.

In the final interview which reflected on the issues and importance of the supervisory relationship, Bob begins by lamenting that no one around "here" understands him -- of course parents demand that their kids get put into his room, and he has about six more than anyone else in the building because of this pressure and because of his ability to handle it.

Bob also reports that he has learned more about teaching and himself than he has known. He also approves of his new values and behaviors as a teacher. Rumors of his work with Dave have gotten to his superintendent who called Bob in for a chat and to tell him how much he approved of University people. Bob reports some disbelief in the purpose of the chat.

For Bob the important issues in the supervision were his reawakened positive attitude about the importance of teaching. Bob also feels the key for him was that Dave could do what he talked about. Bob again reiterates his amazement that the students accepted Dave so quickly. This was very convincing to him. If the kids trust Dave, he must be O.K.

Bob also has clear ideas about his learning from the supervision. He expresses these as: planning, clear expectations, consistent teacher behavior, teacher questions which support objectives of autonomy. He recognizes his own progress and the distance he has yet to go. Bob feels that he has reestablished the central importance of good teaching and its continuing challenge to him.

Bob feels that because Dave held these values also, and that he could

demonstrate how they worked out in the class, the relationship worked. Had Dave told him he had to change or set specific goals, Bob feels would have poisoned the relationship and made it unproductive. He had rarely had that kind of accepting and honest relationship before. Although Dave noted the evidence from returning students and college returnees that Bob had been providing these relationships for others throughout his career.

Bob now feels he has a goal as a teacher again. And, reports his confidence that he can reach it on his own. He even describes ways he will provide his own feedback in the future.

When Bob describes the relationship he talks about the time, the feeling of being allowed to be. He could also blow off steam knowing that when that was done, Dave and he would go back to work.

Dave: "Most of the positive reinforcement and value of what we did was because I showed up!"

Bob: " Yes! You cared. I don't feel anyone else around here cares."

Conclusions

What do all these quotes, feeling statements, themes, generalizations, meaning statements and descriptions add up to? They create an impression of the essence of the relationship and its effects on the teaching of the supervisee. What we have learned that we believe is important enough to share and to study further is organized as conclusions to the four objectives for the study.

1. Without reiterating all the data and analysis just presented, we see the relationship as having three phases:

a. Establishing mutual trust, competence, liking mutual respect and belief must be built prior to supervision. Real supervision can only

exist in that environment. We also had to share the belief that something positive would emerge from the supervisory relationship. This stage was almost completed by the late 2nd or early in the 3rd visit. Both parties had decided the other person was worth knowing and would not hurt the other. The continued use of actual data from the observation and the accepting non-judgmental nature of the supervisor served as the coin of this negotiation. The supervisor's taking time to find out the teacher's values, perceptions and data about the class reinforced this attitude. There were always ambivalent feelings about personal competence throughout the relationship, but by the third session there was a core belief established that this was an important and worthwhile thing to do which both of us would survive and benefit from.

b. Working together identifying and planning Bob's teaching and evaluating his attempts to change occupied the majority of the time spent in visits 3 - 8. the fact that the supervisor continued to show up on time and spent time with the teacher was the glue which cemented the relationship and allowed the movement of the teacher. The warm feelings of mutual caring provided the support which made the changing by the teacher tolerable and even pleasant. The intense focus on the teacher and his feeling of setting the specific goals, thereby controlling the process, allowed him to grow very rapidly. Positive relationships are the most support to change. When someone is demonstrating a positive attitude toward your work you want them to stay.

c. The termination of the relationship which began to surface in session 9 of the journals began to shift the teacher to more internal reinforcement, and his planning of his own development. Cutting back on the need for each other to continue the development probably slowed down the teacher's exploration of further new directions for his own development.

The close relationship between these three identifiable phases of this supervision and Kurt Lewin's (1947) unfreezing, movement and refreezing stages which he observed in any change process is certainly not an accident. That conceptualization is as valid today as when it was made. What is revealed here is the role of the supervisees perceptions of the competence of the supervisor as a key to his trust in making changes. The role of time given and spent in the relationship as the key measure of caring to this teacher is an interesting insight. Time spent with someone is the only resource which all people have in equal amounts. Its gift is very difficult to undervalue or to fake. It did not seem to matter how critical of what behavior of the teacher this supervisor was as long as he had the data to support the issue and spent the time to develop it.

2. Certainly our data and analysis support and describe the changes in perceptions of the teacher and supervisor about teaching and supervision. What was somewhat surprising to the supervisor was the degree to which the teacher was studying him and his methods in addition to attending to the topics being discussed. Of course, the supervisor-teacher relationship was a model in microm of the model the teacher wanted to create with his students -- developing autonomy by teaching self-evaluation within a clear goal. One of the problems the teacher had in his teaching was the negative effects being distracted by others had on his ability to concentrate in the classroom with his kids. When he then brought griping and distractions to the supervisory relationship, he saw another model, used by the supervisor, of ways to deal with these distractions and then to quickly reconcentrate on the major purposes of the supervision. This phenomenon of mirroring your own difficulties with

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your clients in your supervision is one often reported and analyzed in the psychoanalytic literature. If the supervisor fails to model more effective ways to handle the problems being transfered to the supervision, then the supervisee loses confidence in the supervisor. In this relationship when this supervisor passed this kind of testing, to the satisfaction of the supervisee, then the supervisee was ready to trust and try new behaviors in his own practice.

We have discussed those behaviors of supervisor which the teacher perceived as helpful. What the supervisor perceived as helpful was the teacher's interest, reciprocated liking, his avowed approval of the supervisor's methods and his attempts to implement the ideas discussed. If this approval had not been forthcoming, the supervisor would have felt inhibited in making suggestions or in being rewarding to the supervisee. He would probably then have begun missing sessions or cutting them short. Further, if he had had to defend all his thinking against defensive or challenging reactions, his own creative analysis of the teaching would have been shut down. One of the important learnings for the supervisor was the extent to which he became conscious of his own needs for reinforcement and encouragement and of the increase in his own commitments to the relationship when these reinforcements were forthcoming.

4. What are some possible broader applications of this supervisory relationship?

The first step before we began our speculations about broader meanings is to remind you and ourselves that this report is that of only one relationship. It may not have any generalizable implications at all. There simply have not been enough of these kinds of reports to have any

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confidence in the conclusions we made here.

What is clear is that this kind of relationship is expensive, time consuming and very demanding of both participants. It requires continuing commitments and focus not to be distracted for any reasons.

The number of themes and issues raised over this time period surprised us both. Although most of them eventually were tied together into only a few major themes, the possibility of the teacher feeling overwhelmed by this psychological battering is very high. Had the teacher not had such a high trust in this supervisor, he could easily have become defensively hostile. This teacher's often expressed feelings that no one cared about teaching in his setting, that the administration attitudes were constantly distracting his focus on teaching, and that his own colleagues values about good teaching were so different from his own could have many fundamental implications for supervision in school districts. The morale of teachers and their willingness to expend energy toward doing a more effective job would seem to be directly related. If this kind of antagonism is widespread then teacher productivity is not likely to rise in response to outside criticisms until some fundamental attitudinal changes occur within the organizations themselves.

We believe that this report raises enough issues that many others following similar formats would likely be very useful.

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Appendix

Final Conference

Part I: Transcript of Last Observation

Dave: You've been working on questions. You've been putting them up on the board.

Bob: Heh, you've noticed that. That was difficult and the words are too hard.

Dave: But that's what you want them to learn. Words like conflict and plot. And Donny, " me and my mom were . . . "

Bob: That's the first time I've noticed that. This year seems to be the first time he's actually worked at his reading.

Dave: And the first time he has reported doing things outside of class.

Bob: No!

Dave: I hadn't noticed before.

Bob: It is the first time he has reported in class.

Dave: So apparently last week you didn't alienate him completely.

Bob: No, so far so good.

Dave: Your last question had some possibilities about what could happen in plot. That's alien to you. Possibilities are not your regular style.

Bob: That's right, it is very difficult.

Dave: But, you stayed with it. So, questions on the board, and behavior in class. Um -- I had a question about the tests the kids make up.

Bob: Five of those together make up a quiz grade.

Dave: But, that's one reason why they do it seriously. It's also O.K., 'cause everyone does it.

Bob: (Long explanation of the kids and the tests here.) We've finally gotten it so they are different from yes/no to multiple choice.

Dave: How do you work on that? That's my next question? How do they know what you want? Its the same issue as class expectations, how do they know what's expected?

Bob: Before they administer a test I usually/not always, have time to go over the key points of the story. They know about plot; we try to throw out specific details.

Dave: So you go over the test with them in advance so they can reshape it.

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Bob: Six to ten problems. Gone over in advance. If it's bad, I don't accept. We go over it and they re-do it. Then I know if that person isn't sure, that probably the reading group itself is not sure. then I go back.

Dave: That's the same issue as giving feedback on other expect- ations -- rules and clarity sharing criteria in explicit manner.

Bob: Yes, which makes a lot of disagreement around here. Cause "they" think I'm trying to give my workload to the kids.

Dave: Kids who are doing this learn lots more.

Bob: I know one thing, more of my kids are on honor role, National Honor Society, Student Council, etc.

Dave: You are demonstrating connections between your activities and the learning they do.

Bob: Yeah, but you know, I've learned more this 9 weeks or this 15 weeks about my teaching, about a lot of things, than I've known. They were doing it because I asked them, and that's not fair.

Dave: But, now they can see other reasons as well.

Bob: Where in the hell was ..... in my teacher training?

Dave: Self-esteem, leadership.

Bob: Where in hell ..... Last week, my superintendent called me in to talk, I was amazed. He said he likes people from the University in the Administration program, because they have the same philosophy as I have. I had to bite my tongue! My thoughts and intents have changed really, that's what's unique. I thought it was done with the attitudes of -- you know telling me. (Supervision)

Dave: I have to talk about the packaging of mush here. (Bob had convinced the kids that mush was great food.)

Bob: I love mush.

Dave: That's dreadful crap and you are making the kids think that it is great food. And, you almost sold them grits.

Bob: Grits are great.

Dave: I've got some junk in my cellar, can you sell that too?

Bob: Grits! Mush with spaghetti sauce!!

(3 minutes time was spent on this issue.)

Part II Reflections on the Term

Dave: What are the major issues we discussed about your teaching over the

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term?

Bob: What I thought?

Dave: Yes, Only you can define major.

Bob: Attitude -- I lacked a positive attitude or energy about supervision, my attitude is much more positive now.

I've found historically that people can talk , but not necessarily demonstrate competence. They can talk, but do little. My attitude was, prove it! Once competence was established that you could and would supervise using data then I was receptive.

Then, I was impressed that in a short time the kids accepted you -- that's not normal for them. They were not threatened.

Dave: That had very little to do with me.

Bob: You can suggest that, but I don't believe it.

Dave: I think it has to do with you that you have an attitude you convey about specific people.

Bob: Cynic, I know.

Dave: Not that, they read your attitudes. You were demonstrating an attitude about me that was different from that about other people.

Bob: I don't know, --- O.K.

Dave: There are some things I do: no judgment, no discipline, hello, no initiation, no standards or expectations. No reaction to their behavior.

Bob: They picked up on that immediately.

Dave: O.K., that's one major issue, you see the role of supervision and its possibilities. What are the major issues we discussed about your teaching?

Bob: Planning,or the lack thereof sometimes: not clear, clarity, definitions of expectations -- role behavior in class, how to receive and do teaching in clear ways -- related to planning, expectations and questioning -- what are expect- ations. I also need more help on that, I've been reading on that and working towards it.

I think one of the bigger things that you've helped me -- clarifying my goals, what I am, what I perceive teaching is about, what I perceive education to be.

At one time I had that firmly established. I think over the years, it has eroded away because of the environment.

Dave: It has gotten fuzzy.

Bob: Right! And I think as a result of that, I think I'm much more with the kids.

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Dave: And maybe, you've been working at this with me for 15 weeks. That doesn't seem like much of a payoff. I could have told you that the first day -- really, I couldn't because I didn't know then.

Bob: Right!

Dave: That only takes 3 minutes to talk about. Is it worth the time in terms of cost effectiveness?

Bob: To say it and illustrate it is different to say it only, I wouldn't have believed it. I think the fact that you allowed me to go through the teaching model to demon- strate each one of these at different times or different levels in the hierarchy, never forced or demonstrated made suggestions on how to improve it.

Dave: Taking advantage of your military background.

Bob: Yes, that was much more effective than saying to me That must improve or change or . . . . You are so un clear that the kids learn nothing. I think by observing and then pointing it out with data, I had never had that before with 2 exceptions. I have never had people explain or show me what they meant, and then have me question and then be able to demonstrate if I asked questions, but the data were there.

And, too much in education we explain or tell, but don't allow me to learn, yes it took 15 weeks to learn, and will probably take a lifetime, to be a good teacher. This is a continuing ongoing thing. I was a good teacher at one time, but a lot of these things have lapsed or eroded and to get back to the right track was a good thing, and my teaching is better.

Dave: O.k., But you are saying it is going to take a long time to do these things. But, you have some ---

Bob: Goal.

Dave: Goal.

Bob: And how to achieve it, but I'll not be getting as much feedback. That's the problem.

Dave: Can you do it on your own now?

Bob: Can I?

Dave: Yes!

Bob: Yes, I've already thought about it. One way is to keep a tape recorder going once or twice/week and check it to get feedback.

Dave: Listen to the questions and directions . . .

Bob: And use that as part of my supervision -- an ongoing thing.

Dave: Those are the special teaching issues, what else mattered about the time

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we spent that was important to you?

Bob: Someone last night used the word quality time.

Dave: Right.

Bob: The time you afforded allowed me to question. And, was such -- it was not wasted. I appreciate that when I needed to blow off steam -- things around me -- you permitted and allowed; and then after that was done -- then we went to work. You realized that and understood. Not everyone would. That was important to me.

The fact that you could demonstrate your competence without being overt about it. the fact that the skill, was there. You were able to develop and enhance skills I did not have. I've learned more -- though I hold two super vision degrees or certificates, I've never been supervised.

Dave: I don't have time to work with many. You wrote that by my being here, it makes teaching itself more important . That somebody cares, by spending time.

Bob: That's right up. I would have said no at the beginning. I did not perform for you , nor did the kids. As I watched them today --- Elementary schools are hectic and chaotic at times -- weather, dogs, pizza.

Dave: Most of the positive reinforcement and valuing of what we did was because I showed up.

Bob: Yes.

Dave: And as supervisor my being there and demonstrating caring.

Bob: You cared.

Dave: It's what makes teachers feel good about what they are doing.

Bob: Yes, without, the same with the students, without the attitude that someone cares, ... The first 3 years, when I won those awards, that was nice, someone cared. And, then they did away with the awards, and then no one cared.

Dave: Ummm -- at least they weren't demonstrating their caring.

Bob: Right. The kids care I guess.

Dave: Yeah, they do, there's no I guess about it.

Bob: Its like being an interior lineman, you do the job because you have to do it and you enjoy it.

Dave: And no one is going to give you any recognition, you're just that big hunk of beef there with all that uniform around you.

Bob: That's right.

Dave: But if you don't do it . . . .

Bob: Everyone knows it

Dave: And then you find out that it matters.

Bob: that's right.

Dave: What if you were a principal, you've got 25 -30 staff members. You can't spend this amount of time with every- one of them. Certainly not every term, and you'll get tied up. Working with Ron, how much time does he spend Supervising? And is there any substitute, does he still get the same kind of reaction and feeling from many of his faculty on that, what they are doing is important. And, what are some of the shortcuts. Why does he avoid supervision?

I could have worked us harder, focused more tightly, but I didn't. The ratio that we used is more effective.

Bob: I would probably have rebelled.

Dave: Then it becomes an instructional task.

Bob: That's the kind of supervision Flanders et al recommend. That's what they are looking for. time on task; this is happening and I don't think that's an effective way of teaching. There are times for that kind of supervision.

Dave: There are times for it. The whole pursuit of excellence. That is teaching a whole set of values. That we as a school are going in the same direction. That we are all working from the same value set. And, therefore have the same kinds of procedures. Rather than we are all doing exactly the same things.

Bob: We have never had a goal for the school.

Dave: A goal in the sense of its being real.

Bob: We've never had the administrators with a clear goal. A written goal.

Dave: Its not whether its written, its the fact that if I was your principal, that you worked with people enough that you began to get a shared set of where we are going. It's not what's written.

Bob: It doesn't have to be written, it has to be stated.

Dave: Right

Bob: Its someplace that I know they are going.

Dave: Its not just where they are going, it isn't totally self, its where the school is going.

Bob: Right.

Dave: That will be interesting to watch with Ron in the next couple of weeks.

He is developing some new goals. How many are buying into them, and what is he doing consciously in supervision -- helping them develop, but into that goal. And the solution is not just to fire everyone who disagrees with you. Lip service.

How does a leader become visible enough to share those goals so everyone knows what the expectations are and believe that they are important. That's what you've got to figure out. If perhaps, some of the time the super- intendent is spending time with you -- is communicating his goals -- aware of your or my need to know.

Bob: Yeah.

Dave: O.K., what can we do with you? You've learned some stuff.

Bob: Yes, I have.

Dave: I will be back. But, not regularly.

Bob: Whenever you are comfortable.

Dave: Whenever I need a sense that things are going O.K. in schools.

Bob: Yes.

End.

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